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ABSTRACT

The 1974-75 study conducted by the University of Alabama Committees on Adult and Part-Time Students and the Status of Women, is concerned with the current educational status and training or educational needs of approximately 1300 University of Alabama employees who were identified as permanent or temporary full-time/part-time support staff that were not in key administrative positions or members of the faculty. Of the nearly 1300 questionnaires sent out, 528 usable questionnaires were returned. The majority of the respondents indicated training needs for typing, shorthand, bookkeeping, public speaking, business machine operation, and cleaning equipment (females) and for mechanics, electrical, electronics, cleaning equipment, public speaking, and driver's license (males). Most respondents wanted to continue their education in some way. The younger and middle-aged employees wanted to get into higher education; the older employees wanted an opportunity to finish high school. There were few blacks in positions other than housekeeper. Some blacks were in clerical and maintenance positions but none were in managerial positions. The major barrier to all age groups in attaining more education was time. Other barriers were costs, scheduling, travel, and child care. A copy of the questionnaire is appended. (Author/E.)

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STUDIES OF THE ADULT LEARNER

by the

Institute of Higher Education Research and Services
The University of Alabama

Research Paper No. 2

U S DEPARTMENT OF HEALTH
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SUPPORT STAFF AT THE UNIVERSITY OF ALABAMA: A STUDY OF EMPLOYEE CHARACTERISTICS AND EDUCATIONAL NEEDS

by

Alice W. Jones
and
Thomas J. Diener

A Study Conducted by the

Institute of Higher Education Research and Services
The University of Alabama
University, Alabama 35486

Under the Auspices of

University Committee on Adult and Part-time Students

and

University Committee on the Status of Women

Summer 1975

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PREFACE

This report presents an analysis of the educational needs of the support staff of The University of Alabama.

This is but one of a larger number of studies undertaken by the staff of the Institute of Higher Education Research and Services (IHERS) to ascertain the overall educational needs of adults in the West Alabama Area.

The Institute of Higher Education Research and Services (IHERS) is extremely grateful to Albert E. Drake, Professor of Statistics, The University of Alabama, for his patience and assistance in the statistical and data processing aspects of this study, and to Douglas O'Rear, Director of Staff Training Development, The University of Alabama, for his assistance in designing the instrument and identifying the many categories of University employment.

This inquiry and report are supported, in part, by funds granted the Institute by the Carnegie Corporation of New York. This assistance is gratefully acknowledged; it does not imply direct endorsement by the Corporation of the methods employed, data presented, or conclusions reached.

Summer, 1975

Alice W. Jones
Thomas J. Diener
University, Alabama

INTRODUCTION

The University of Alabama is seeking ways to offer its support staff, as well as its academic staff, opportunities to pursue their educational aspirations. The University Committee on the Status of Women and the University Committee on Adult and Part-time Students both saw a need for additional information about the interests and attitudes of the adult support staff. Consequently, at the request of President David Mathews, the Institute of Higher Education Research and Services was designated to conduct this study in cooperation with the two committees. The University of Alabama Director of Staff Training and Development, Douglas O'Rear, was especially helpful in the design of the data-gathering instrument used in this study.

Many studies have been conducted nationally, regionally, and locally concerning adults returning to school. Here is a typical conclusion:

> There are even broader social changes leading us into a society which is comprehensively committed to lifetime learning. This is an era in which learning will be at or near the center of activity for a substantial portion of most individuals' lives and will have direct influence on many functions of society. This state of society requires a re-thinking of all former relationships and recognition that each secondary, collegiate and non-collegiate postsecondary educational institution be considered part of a single organism.[1]

Enrollment increases in adult and part-time students at The University of Alabama indicate that this social pressure is being felt locally.[2] The support staff employees form only a small part of this increased enrollment. Yet they constitute an important part of the University community and might well become a much more significant part of the range of students served by this institution.

OBJECTIVES

This study is concerned with the current educational status and training or educational needs of the support staff at The University of Alabama.

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[1] George J. Nolfi and Valeri I. Nelson, "Strengthening The Alternative Postsecondary Education System: Continuing and Part-Time Study in Massachusetts", Volume I--Summary and Recommendations, University Consultants, Inc., September 19, 1973, p. 3.

[2] Registrar, University of Alabama, Oral Report On Fall 1974 Enrollment of Part-Time Students.

The objectives are:

1. To gather and analyze data pertaining to the support staff to see if their training and educational needs are being met adequately,
2. To assess the current educational status of the support staff so that officials can develop short-range and long-range programs, services, and activities for this particular adult population, and
3. To develop an up-to-date profile of the staff for future reference by officials responsible for this area.

DEFINITIONS

Support staff at The University of Alabama is defined as any permanent or temporary, full-time or part-time employee who is not in a key administrative position (an example of a key administrative position is Dean of the College of Education) or is not a member of the faculty. It was the intent of this study to deal with full-time employees. However, 4.7% (25) of the respondents were part-time employees and were included in the data analysis.

For the purpose of this study, "adult education," as defined by Norman Kurland of the State Education Department of New York, refers to all educational activities of persons beyond the age of

compulsory school who are not full-time students taking a normal sequence of programs in a traditional school, college or university.[3]

Part-time students at The University of Alabama are defined as: (1) students enrolled in an undergraduate program taking eleven (11) credit hours or less during the regular semester; (2) graduate students taking eight (8) credit hours or less during the regular semester.

PROCEDURE

Approximately 1300 University of Alabama employees were identified as being permanent or temporary full-time and part-time support staff that were not in key administrative positions or members of the faculty.

Questionnaires were sent to every department within the University requesting the supervising employee to disseminate the questionnaire to the appropriate people. The population was defined to all supervisors. The questionnaires were returned directly to the Institute of Higher Education Research and Services by the individual who completed the instrument.

Of the nearly 1300 questionnaires sent out, 528 usuable questionnaires were returned, which is 41% of the population under the study.

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[3]Norman Kurland, "Study of Adult Education", The University of the State of New York, The State Education Department, December 10, 1974, p. 2.

DEMOGRAPHIC DATA OF THE SUPPORT STAFF

Sex

Of the 528 Support Staff respondents, 150 (28.4%) were males, 338 (64%) females, and 40 (7.6%) did not respond to this question (Table 1).

Age

There were 216 (40.9%) support employees under 30 years of age, 149 (28.2%) in the 31-45 bracket, 120 (22.7%) over 45 and 43 (8.1%) non-respondents. A more refined breakdown is given in Table 2.

Marital Status

Most support employees (67.8%) were married, another 10.4% were single, 8.0% were divorced, 3.8% widowed, 3.0% separated, and 7.0% did not respond (Table 3).

Income

The income distribution shows that the modal group is in the $4500-$7499 range. Other incomes vary about this range with 13.1% in the $1500-$4499 bracket, 16.5% in the $7500-$10,499 income range. Another 23.5% distributes themselves in the income ranges from $13,500 to over $22,500 in no particular grouping. Only 2.3% of the employees have less than $1500 a year income. Some of the support staff employees (13.3%) did not give their incomes (Table 4).

Race

Over two-thirds of the support staff (67.2%) are white, while about one-fourth (23.5%) are black. Only 1% are of other races, and 8.3% did not respond (Table 5).

Educational Distribution

Slightly less than one-third (30%) of the support staff respondents do not have a high school education; 16.9% of the employees have a high school diploma or general education development certificate; 21.4% of the support staff have up to two (2) years of college; 10.2% have some vocational or technical training; 9.8% have a Bachelor of Science Degree; 3.4% of the staff have Masters degrees and 0.2% indicated that they have the terminal degree; 8.1% did not respond (Table 6).

Employment

Four hundred fifty-three (453) or 85.8% support staff employees indicated that they are employed full-time; 25 (4.7%) indicated they are employed part-time; one (1) or 0.2% indicated some other type of employment; and 49 (9.3%) did not answer this question (Table 7). The leading areas of employment of the support staff are: Clerical, 23.8%; Bookkeeper/Secretary, 20%; Housekeeper, 18.5%; Skilled Maintenance, 14.2%; and Managerial positions, 9.4%. Other areas of employment were Semi-Skilled Maintenance, 3.4%; Equipment Operators, 1.5%; Sales, 1.3%; and others 7.9% (Table 8).

CROSS-TABULATIONS BY SEX OF THE SUPPORT STAFF

Occupational distribution by sex

Out of 528 usable questionnaires 466 respondents indicated their present occupation by sex (Table 8). Positions largely occupied by females are: Bookkeeper/Secretary (100%), Clerical (94.6%) Sales (83.3%), Housekeeper (79.1%), and others (75.7%). Occupations that are primarily occupied by males are: Skilled Maintenance (100%), and Semi-Skilled Maintenance (93.8%). Only two occupations came close to an even split by sex and they were: Equipment Operators (42.9% male and 57.1% female) and Managers (40.9% male and 59.1% female). Of those who gave their occupation, 29.2% are male, 70.8% female.

Skills possessed and used in current position by sex of the support staff

There are a number of skills that are possessed and used in current positions by support staff that are related to sex (Table 9). Females possess and use the following skills to a greater extent than their male counterparts: typing, shorthand, bookkeeping and business machine operation. Conversely, there are skills that are possessed and used primarily by males in their current positions: carpentry, air conditioning, refrigeration, heating machines, electrical work, and electronics. Areas where approximately equal use is made of existing skills are: public speaking, cleaning equipment and commercial art. Motor vehicle driving skills are used extensively by both sexes in their jobs, but significantly more by males.

Skills possessed and not being used in current position by sex

Some support staff possess skills which are not currently being used in their positions. Some of these skills are related to the sex of the support staff. The female support members indicate that 8.9% of them possess shorthand and 17.2% possess bookkeeping skills that are not currently being used in their position (Table 10).

The primary areas for unused skills in the male category are carpentry (16.7%), mechanics (7.3%), electrical (9.3%), electronics (4.0%) and landscape maintenance (6.7%).

Both sexes have the following skills that are not currently being utilized: public speaking (5.9%), business machine operations (8.2%), cleaning equipment (6.4%), and driver's licenses (25.2%). There is a smattering of other skills that is not currently being utilized.

Training needs to improve efficiency in current job by sex

Training needs to improve efficiency of the support staff are in some cases related to the sex of the respondent (Table 11). Significantly more females than males perceive training needs in typing (17.5%), shorthand (27.7%), and bookkeeping (16.3%). Some men, however, did request typing and bookkeeping training (6.7% in both cases). A sizeable number of males requested training in carpentry (11.3%), mechanics (30.0%), electrical (24.7%), electronics

(15.3%), and cleaning equipment (9.3%). Females requested training only in the cleaning equipment area (7.1%) in these predominately male occupations. Approximately equal numbers of the support staff by sex requested training in public speaking (12.0% male and 14.8% female) and business machine operations (6.9% and 9.2%). Driver's license training was requested by 9.3% of the males and 3.6% of the females. Audio-visual aids had an overall 4.3% training need request with no real difference by sex, while no appreciable numbers requested training in any other area.

Barriers preventing the support staff from furthering their education by sex

Several barriers are perceived as preventing the support staff from furthering their education and they appear to be related to the sex of the respondents. The most important factor preventing the pursuit of additional education by both sexes is time (46.7% and 50.6%). More females than males consider cost (44.7% to 28%) and scheduling problems (27.5% to 10.7%) to be a barrier (Table 12). More males than females consider themselves too old to undertake additional education (21.3% to 10.9%). Other factors that also serve as barriers for both sexes are child care (8.0% and 12.7%) and travel (13.3% and 12.4%). Other factors play only a minor role in preventing the support staff from pursuing additional education and are outlined in the Table.

Age distribution by present occupation

The age distribution of the support staff show 46.1% of the employees to be 30 years old or less, 30.6% to be between 31 and 45 years old, and 23.3% to be 46 years of age or older (Table 13). Of those who indicated that they occupy a managerial position (44 of the total 464), 27.3% were 30 or under, 36.4% were 31-45 and 36.4% were 46 or over.

Young people (age 30 and under) primarily occupy the clerical (64.5%), bookkeeper/secretary (66.0%), semi-skilled maintenance (59.9%), equipment operator (57.1%), and positions denoted as "others" (51.4%).

The over 30 age group (combining 31-45 and greater than 45) primarily occupy the managerial (72.8%), skilled maintenance (68.2%), and housekeeper (85.5%) positions. Sales is split evenly between the two age groups. The majority of the young employees are in semi-skilled, clerical, bookkeeper/secretary areas where responsibilities appear to be minimal. The managerial, skilled maintenance and housekeeper areas where responsibilities appear to be heaviest are largely occupied by employees over 30 years of age.

Educational setting desired by age categories

The educational setting desired by staff employees varies by age categories and educational opportunities potentially available

to them (Table 14). One hundred thirty-four (134) of the 429 respondents said that they wanted to attend a four-year college. This represents 31.2% of the total. Over 40% are 30 years of age or under, 29.1% are in the 31-45 age bracket and only 11.4% are in the over 45 age group. Of the 56 respondents who wanted to attend graduate school (13.1% of the total), 18.8% are in the 30 and under age group, 10.2% are in the 31-45 age group, and 3.4% are over 45. The combined percentages of those who want to further their education at a four-year college are 50.2%, 39.3% and 15.8% in ascending order for the three age groups. This distribution of percentages contrasts sharply with the distribution by age of those desiring to complete public high school. These values are 4.7% for the 30 and under age group, 14.7% in the 31-45 age group, and 27% in the over 45 age group.

There is no apparent difference in the proportion by age of those who want to attend technical institutes, private vocational, trade schools, or business colleges (14.6% for those under 30, 14.4% for the 31-45 age group, and 11.2% for those over 45). University Staff Training is preferred by 5.6% of the 30 and under age group, 18.9% of the 31-45 age group, and 13.5% of those in the over 45 age group.

There is a scattering of preferences among the other alternatives for all age groups.

Occupational distribution by race

The occupational distribution by race shows that all positions except housekeeper are primarily occupied by Whites (Table 15). The Black support staff occupy 94.4% of the available housekeeper positions. The only other areas where Blacks are employed in appreciable numbers is in the semi-skilled maintenance area where there are 70.6% Whites and 29.4% Blacks, and in the skilled maintenance positions where there are 82% Whites and 18% Blacks. There is no appreciable number of Blacks in any other area of employment. Only one non-white employee in a managerial position responded to this survey.

FINDINGS

The typical support employee is female (64% of total respondents), 30 years of age or under (40.9%), married (67.8%), with an income in the $4500-$7499 range, White (67.2%), with some college training (21.4%) and employed full-time (85.8%). There are, of course, many other groups of sizeable number.

The sex of the respondent was related to most of the factors measured in the questionnaire. Most positions were occupied primarily by one sex or the other. Females claimed most of the clerical, sales, bookkeeper/secretary, housekeeper, and "other" positions; whereas males occupied the skilled and semi-skilled maintenance positions,

and both sexes occupied managerial and equipment operator positions in substantial numbers. The skills possessed and used in current positions were similarly related by sex of the respondent. Further, skills were possessed and not used by respondents in their current positions by similar breakdowns. Training skills perceived as being needed by respondents were similarly related to their positions by sex. In short, most employees are trained and employed in positions that are traditionally occupied by one or the other sex. Furthermore, additional training was perceived to be in the same direction.

Time was the important factor in preventing both men and women from furthering their education with costs a close second for females and a lesser factor for males. Other considerations for females were scheduling problems, child care, and travel; and for males these were age, scheduling problems, and travel.

The age breakdown by occupation showed that the 30 and under age group occupied the areas of lesser responsibilities (clerical, bookkeeper/secretary, semi-skilled maintenance, equipment operator, and "others") and the over 30 age group the areas of greatest responsibility (skilled maintenance, managerial, and housekeeper positions).

The educational breakdown by age showed that the younger age group (30 and under) desired a four-year college or graduate

school training as did a substantial number of the middle age group (31-45); whereas, the older age group (over 45) wanted to complete their public high school education. There was an equal distribution by age for preferences for technical school training or the like. The middle and older age groups also preferred University Staff Training.

INFERENCES

1. Positions of employment and training needs of employees are related by sex of respondent. Training is requested in typing, shorthand, bookkeeping, public speaking, business machine operation and cleaning equipment for females, and for mechanics, electrical, electronics, cleaning equipment, public speaking, and driver's license for males. There are other areas of need for smaller numbers of both sexes.

2. Most respondents want to continue their education in some form or another.

3. The younger and middle aged employees want courses in higher education whereas the older employees want an opportunity to finish high school.

4. The major barrier to all age groups in attaining more education is time. They simply do not have the available time to undertake the task. Other barriers to a lesser extent are costs, scheduling, travel, and child care.

5. Most jobs with significant responsibilities are presently occupied by older employees; most of the younger employees occupy jobs of lesser responsibility.

6. There are few Blacks in positions other than housekeeper. Some are in clerical and maintenance positions but few are in managerial positions.

TABLE 1

Sex of Support Employees

	Absolute Frequency	Relative Frequency
Male	150	28.4
Female	338	64.0
No Answer	40	7.6
TOTAL	528	100.0

TABLE 2

Age Distribution of Support Employees

Age	Absolute Frequency	Relative Frequency
18-30	216	40.9
31-45	149	28.2
46-70	120	22.7
No Answer	43	8.1
TOTAL	528	100.0

TABLE 3

Marital Status of Support Employees

Status	Absolute Frequency	Relative Frequency
Single	55	10.4
Married	358	67.8
Widowed	20	3.8
Separated	16	3.0
Divorced	42	8.0
No Answer	37	7.0
TOTAL	528	100.0

TABLE 4

Income Distribution of Support Staff Employees

Income	Absolute Frequency	Relative Frequency
Under $1,500	12	2.3
1,500 - 4,499	69	13.1
4,500 - 7,499	103	19.5
7,500 - 10,499	87	16.5
10,500 - 13,499	63	11.9
13,500 - 16,499	40	7.6
16,500 - 19,499	44	8.3
19,500 - 22,499	20	3.8
22,500	20	3.8
Other	70	13.3
TOTAL	528	100.0

TABLE 5

Racial Composition of Support Employees

Race	Absolute Frequency	Relative Frequency
White	355	67.2
Black	124	23.5
Oriental American	1	.2
Other	4	.8
No Answer	44	8.3
TOTAL	528	100.0

TABLE 6

Educational Background of Support Employees

Educational Attainment	Absolute Frequency	Relative Frequency
0-8 years	60	11.4
9-12 years	98	18.6
High School or G.E.D.	89	16.9
Vocational or technical	54	10.2
Some College	101	19.1
Two years college (AA)	12	2.3
B S. Degree	52	9.8
Master's Degree	18	3.4
Terminal Degree (Ph.D. or M.D.)	1	.2
No Answer	43	8.1
TOTAL	528	100.0

TABLE 7

Employment Status of Support Staff

Status	Absolute Frequency	Relative Frequency
Full-time	453	85.8
Part-time	25	4.7
Other	1	.2
No Answer	49	9.3
TOTAL	528	100.0

TABLE 8

Occupational Distribution by Sex of Support Employees

Occupation	Male		Female			
	No.	%	No.	%	Total	%
Managerial	18	(40.9)	26	(59.1)	44	(9.4)
Clerical	6	(5.4)	105	(94.6)	111	(23.8)
Sales	1	(16.7)	5	(83.3)	6	(1.3)
Skilled Maintenance	66	(100.0)	0	(0.0)	66	(14.2)
Equipment Operators	3	(42.9)	4	(57.1)	7	(1.5)
Semi-Skilled Maintenance	15	(93.8)	1	(6.3)	16	(3.4)
Bookkeeper/Secretary	0	(0.0)	93	(100.0)	93	(20.0)
Housekeeper	18	(20.9)	68	79.1)	86	(18.5)
Other	9	(24.3)	28	(75.6)	37	(7.9)
TOTAL	136	(29.2)	330	(70.8)	466	(100.0)

TABLE 9

Skills Possessed and Used in Current Position
By Sex of Support Staff

Skill	Male (%)	Female (%)	Combined (%)	Significance of Difference by Sex* (Probability)
Typing	6.7	69.2	50.0	< .001
Shorthand	0.0	30.2	20.9	< .001
Public Speaking	8.7	7.1	7.6	n. s.
Bookkeeping	7.3	27.2	21.2	< .001
Business Machine Operation	12.7	34.9	28.1	< .001
Carpentry	14.0	.3	4.5	< .001
Air Conditioning, Refrigeration, Heating Machines	26.0	.0	8.0	< .001
Electrical	22.7	.0	7.0	< .001
Electronics	6.7	.3	2.3	< .001
Landscape Maintenance	2.0	.3	.8	n. s.
Cleaning Equipment	19.3	14.2	15.8	n. s.
Driver's License	50.7	16.6	27.0	< .001
Commercial Art	2.0	1.2	1.4	n. s.
Audio-Visual Prep.	6.7	3.3	4.3	> .100
Others	7.3	8.6	8.2	n. s.

*Based on X^2 (Chi-Square) test with one (1) degree of freedom

TABLE 10

Skills Possessed and Not Being Used
In Current Position By Sex

Skill	Male (%)	Female (%)	Both (%)	Significance of Difference by Sex*
Typing	9.3	6.2	7.2	n.s.
Shorthand	.7	8.9	6.4	$< .01$
Public Speaking	6.0	5.9	5.9	n.s.
Bookkeeping	6.0	17.2	13.7	$< .01$
Business Machine Operation	5.3	9.5	8.2	n.s.
Carpentry	16.7	.9	5.7	$< .001$
Air Conditioning, Refrigeration, Heating Machines	7.3	.6	2.7	$< .001$
Electrical	9.3	.6	3.3	$< .001$
Electronics	4.0	.6	1.6	$< .02$
Landscape Maintenance	6.7	1.5	3.1	$< .01$
Cleaning Equipment	8.7	5.3	6.4	n.s.
Driver's License	24.7	25.4	25.2	n.s.
Commerical Art	2.7	2.7	2.7	n.s.
Audio-Visual Aids	4.0	1.8	2.5	n.s.
Others	4.7	3.8	4.1	n.s.

*Based on X^2 (Chi-Square) test with one (1) degree of freedom

TABLE 11

Training Needs Perceived to Improve Efficiency
In Current Job by Sex

Skill	Male (%)	Female (%)	Both (%)	Significance of Difference By Sex*
Typing	6.7	17.5	14.1	$< .01$
Shorthand	2.0	27.5	19.7	$< .001$
Public Speaking	12.0	14.8	13.9	n. s.
Bookkeeping	6.7	16.3	13.3	$< .01$
Business Machine Operation	6.0	9.2	8.2	n. s.
Carpentry	11.3	0.0	3.5	$< .001$
Air Conditioning, Refrigeration, Heating Machines	30.0	0.0	9.2	$< .001$
Electrical	24.7	.3	7.8	$< .001$
Electronics	15.3	.6	5.1	$< .001$
Cleaning Equipment	13.3	7.1	9.0	$< .05$
Driver's License	9.3	3.6	5.3	$< .02$
Commercial Art	2.0	2.4	2.3	n. s.
Audio-Visual Aids	5.3	3.8	4.3	n. s.
Others	2.0	2.7	2.5	n. s.

*Based on X^2 (Chi-Square) test with one (1) degree of freedom

TABLE 12
Barriers Preventing Support Staff
From Furthering Their Education by Sex

Barrier	Male %	Female %	Both %	Significance of Difference by Sex*
Travel	13.3	12.4	12.7	n. s.
Cost	28.0	44.7	39.5	< .001
Child Care	8.0	12.7	11.3	n. s.
Time	46.7	50.6	49.4	n. s.
Area of Study Unknown	6.7	8.3	7.8	n. s.
Scheduling Problems	10.7	27.5	22.3	< .001
Red Tape	6.0	8.3	7.6	n. s.
Too Old	21.3	10.9	14.1	< .01

*Based on X^2 (Chi-Square) test with one (1) degree of freedom

TABLE 13

Age Distribution by Present Occupation of Support Staff

Age	Mgr.	Clerical	Sales	Skilled Maint.	Equip. Oper.	Semi-Skilled Maint.	Book-keeper/ Sec.	House-keeper	Others	Total
Under 30	12 (27.2)	72 (65.4)	3 (50.0)	21 (31.8)	4 (57.1)	9 (59.9)	62 (66.0)	12 (14.5)	19 (51.4)	214 (46.1)
31-45	16 (36.4)	27 (24.6)	0 (0.0)	26 (39.4)	1 (14.3)	3(17.7)	24 (25.5)	31(37.3)	14 (37.8)	142 (30.6)
46 and over	16 (36.4)	11 (1 0.0)	3 (50.0)	19 (28.8)	2 (28.6)	5(29.4)	8 (8.5)	40 (48.2)	4 (10.8)	108 (23.3)
TOTAL	44 (9.5)	110 (23.7)	6 (1.3)	66 (14.2)	7 (1.5)	17 (3.7)	94 (20.3)	83 (17.9)	37 (8.0)	464 (100.0)

TABLE 14

Educational Setting Desired
by Age Categories of the Support Staff

Education	Under 30		30-45		Over 45		Total	%
Public High School	10	(4.7)	18	(14.7)	24	(27.0)	52	(12.1)
Public Two-Year	11	(5.2)	5	(3.9)	5	(5.6)	21	(4.9)
Technical or Other	31	(14.6)	17	(13.4)	10	(11.2)	58	(13.5)
Four-Year College	86	(40.4)	37	(29.1)	11	(12.4)	134	(31.2)
Graduate School	40	(18.8)	13	(10.2)	3	(3.4)	56	(13.1)
On-Job Training	2	(0.9)	4	(3.1)	5	(5.6)	11	(2.6)
In-Service Training	5	(2.3)	4	(3.1)	10	(11.2)	19	(4.4)
Correspondence	3	(1.4)	4	(3.1)	3	(3.4)	10	(2.3)
Govt. Agency	1	(0.5)	1	(0.8)	1	(1.1)	3	(0.7)
Library	0	(0.0)	0	(0.0)	1	(1.1)	1	(0.2)
Arts	4	(1.9)	0	(0.0)	2	(2.2)	6.	(1.4)
Sports	3	(1.4)	0	(0.0)	1	(1.1)	4	(0.9)
Military	1	(0.5)	0	(0.0)	0	(0.0)	1	(0.2)
Univ. Staff	12	(5.6)	24	(18.9)	12	(13.5)	48	(11.2)
Other	4	(1.9)	0	(0.0)	1	(1.1)	5	(1.2)
TOTAL	213	(49.7)	127	(29.6)	89	(20.7)	429	(100.0)

TABLE 15

Occupational Distribution by Race of the Support Staff

Race	Mgr.	Clerical	Sales	Skilled Maint.	Equip. Oper.	Semi-Skilled Maint.	Book-keeper/ Sec.	House-keeper	Others	Total %
White	42 (97.7)	104 (93.7)	6 (75.0)	50 (82.0)	6 (100.0)	12 (70.6)	89 (95.7)	5 (5.6)	34 (91.9)	348 (74.7)
Black	0 (0.0)	6 (5.4)	2 (25.0)	11 (18.0)	0 (0.0)	5 (29.4)	3 (3.2)	85 (94.4)	1 (2.7)	113 (24.2)
Other	1 (2.3)	1 (0.9)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.1)	0 (0.0)	2 (5.4)	5 (1.1)
TOTAL	43 (9.2)	111 (23.8)	8 (1.7)	61 (1.3)	6 (1.3)	17 (3.6)	93 (20.0)	90 (19.3)	37 (7.9)	466 (100.0)

Appendix A

THE UNIVERSITY OF ALABAMA
UNIVERSITY, ALABAMA

INSTITUTE OF HIGHER EDUCATION
RESEARCH AND SERVICES

BOX 6293
UNIVERSITY, ALABAMA 35486
(205) 348-7770

April 22, 1975

Dear Employee:

Your help is greatly needed by the Committee on The Status of Women and The Faculty Committee on The Adult and Part-time Student. It will take approximately fifteen (15) minutes of your time to complete this questionnaire about your interest in and needs for additional education.

The University of Alabama is conducting a survey of the educational needs of Adults in Tuscaloosa. This segment of the Study deals specifically with the permanent and temporary non-academic staff of The University of Alabama.

Hopefully, information received from this study can enable the University to plan more carefully to meet the special educational needs of its staff as well as other part-time students.

The Institute of Higher Education Research and Services has assumed the responsibility of collecting the data to be used in the Study. Therefore, all questionnaires should be returned to Alice Jones, 119 East Annex by May 6, 1975.

Sincerely,

Minnie C. Miles
Minnie Miles
Chairperson, Status of Women

William B. Bryan
William Bryan
Chairman, Faculty Committee

MM/WB:ld

The University of Alabama
Institute of Higher Education Research and Services
Survey of The Educational Needs
of Adults in Tuscaloosa

Instructions

In the section to the right marked "answer column", please place a check (✓) mark to indicate your response to the statements of the questionnaire. A few statements require a different response, but they are self-explanatory.

For Data Analysis Only

Columns 1- 5 Question # _____
6-10 Sample # _____
11-16 Code # _____
16-20 Interview # _____

	Answer Column	For Data Analysis Only
OCCUPATIONAL INFORMATION		
1. Present Occupation		21
1. Managerial (Administrative) . .	1. ____	(1)
2. Clerical	2. ____	(2)
3. Sales	3. ____	(3)
4. Skilled Maintenance	4. ____	(4)
5. Equipment Operators	5. ____	(5)
6. Semi-Skilled Maintenance . . .	6. ____	(6)
7. Bookkeeper/Secretary	7. ____	(7)
8. Housekeeper	8. ____	(8)
9. Other (please specify) _____	9. ____	(9)
_____		
2. Which of the following skills do you possess and use in your current job? (Circle all applicable)	yes no 1 2	
1. Typing- (Approximate Speed___WPM)	1 2	22
2. Shorthand- (Approximate Speed _____WPM)	1 2	23
3. Public Speaking	1 2	24
4. Bookkeeping	1 2	25
5. Business Machine Operator . . .	1 2	26
6. Carpentry	1 2	27
7. Air Conditioning, Refrigeration and Heating Mechanic	1 2	28

	Answer Column		For Data Analysis Only
8. Electrical	1	2	29
9. Electronics	1	2	30
10. Landscape Maintenance	1	2	31
11. Cleaning Equipment	1	2	32
12. Driver's License	1	2	33
13. Commercial Art	1	2	34
14. Audio Visual Preparation and Operation	1	2	35
15. Others (please specify) _____	1	2	36

3. Which of the following skills do you possess that are not being used in present positions?

	yes	no	
	1	2	
1. Typing	1	2	37
2. Shorthand	1	2	38
3. Public Speaking	1	2	39
4. Bookkeeping	1	2	40
5. Business Machine Operator . . .	1	2	41
6. Carpentry	1	2	42
7. Air Conditioning, Refrigeration and Heating Mechanic	1	2	43
8. Electrical	1	2	44
9. Electronics	1	2	45
10. Landscape Maintenance	1	2	46
11. Cleaning Equipment	1	2	47
12. Driver's license	1	2	48
13. Commercial Art	1	2	49
14. Audio Visual Preparation and Operation	1	2	50
15. Others (please specify) _____	1	2	51

4. Which of the following training needs will improve your proficiency in your current job?

	yes	no	
	1	2	
1. Typing	1	2	52
2. Shorthand	1	2	53
3. Public Speaking	1	2	54
4. Bookkeeping	1	2	55
5. Business Machine Operator . . .	1	2	56
6. Carpentry	1	2	57
7. Air Conditioning, Refrigeration and Heating Mechanic	1	2	58
8. Electrical	1	2	59
9. Electronics	1	2	60

	Answer Column	For Data Analysis Only
10. Cleaning Equipment	1 2	61
11. Driver's License	1 2	62
12. Commercial Art	1 2	63
13. Audio Visual Preparation and Operation	1 2	64
14. Others (please specify) _____	1 2	65
5. Are you interested in continuing your education now or in the future?		66
1. Yes, now	1. ____	(1)
2. Not at this time, or in the future	2. ____	(2)
3. Not at this time, but in the future	3. ____	(3)
4. Don't know	4. ____	(4)
6. If you were to continue your education, which of the following educational settings would best suit you? (choose one)		67-68
1. Public high school, day or evening	1. ____	(1)
2. Public two-year college	2. ____	(2)
3. Technical Institute, Private Vocational, Trade or Business College	3. ____	(3)
4. Four-year college or university	4. ____	(4)
5. Graduate or professional school	5. ____	(5)
6. Business or industrial site on the job training	6. ____	(6)
7. In-service training	7. ____	(7)
8. Religious institution or group, community or social organization (such as YMCA)	8. ____	(8)
9. Correspondence school, Individual instructor or home	9. ____	(9)
10. Government agency (federal, state, or local)	10. ____	(10)
11. Library or other cultural institution	11. ____	(11)
12. Fine or performing arts or crafts institution	12. ____	(12)
13. Recreational or sports group .	13. ____	(13)
14. Military	14. ____	(14)
15. University staff training . . .	15. ____	(15)
16. Other _____	16. ____	(16)

	Answer Column		For Data Analysis Only
7. Please check any of the following educational opportunities and benefits offered to University employees, known to you.	yes 1	no 2	
1. Tuition grant	1	2	21
2. Basic Education classes	1	2	22
3. Office Procedure Seminar . . .	1	2	23
4. Apprenticeship Program	1	2	24
5. Supervisory Management Programs	1	2	25
6. Audio Visual Materials	1	2	26
7. Career Enrichment (including specialized courses in typing, shorthand, accounting, public speaking, etc.)	1	2	27
8. Improving Secretarial Management Skills course	1	2	28
9. Foremanship (weekly meeting with a Foreman)	1	2	29
8. If you were to further your education, for what purpose would it be? (Check all appropriate)			
1. Personal interest	1	2	30
2. To gain a skill or profession .	1	2	31
3. To attain a degree (or certificate	1	2	32
4. To help others	1	2	33
5. To increase earning power . . .	1	2	34
6. To change careers	1	2	35
7. Other (please specify) _____	1	2	36
9. The following is a list of the things that keep people from furthering their education. In your opinion which of these apply to you. (Check all applicable)	yes 1	no 2	
1. Frequent travel	1	2	37
2. Cost (including books, learning materials, child care, transportation and tuition) . .	1	2	38
3. Lack of child care facilities	1	2	39
4. Not enough time	1	2	40
5. Don't know what I'd like to learn or what it would lead to	1	2	41
6. Courses aren't scheduled when I can attend	1	2	42
7. Too much red tape in getting enroiled	1	2	43
8. Afraid that I'm too old to begin	1	2	44

	Answer Column	For Data Analysis Only
PERSONAL INFORMATION		
10. Sex		22
1. Male	1. ____	(1)
2. Female	2. ____	(2)
11. Age		23-24
1. 18-20	1. ____	(1)
2. 21-25	2. ____	(2)
3. 26-30	3. ____	(3)
4. 31-35	4. ____	(4)
5. 36-40	5. ____	(5)
6. 41-45	6. ____	(6)
7. 46-50	7. ____	(7)
8. 51-55	8. ____	(8)
9. 56-60	9. ____	(9)
10. 61-65	10. ____	(10)
11. 66-70	11. ____	(11)
12. 71-75	12. ____	(12)
13. 76 and over	13. ____	(13)
12. What is your marital status? Are you		25
1. Single (never married)	1. ____	(1)
2. Married	2. ____	(2)
3. Widowed	3. ____	(3)
4. Separated	4. ____	(4)
5. Divorced	5. ____	(5)
13. Approximately what was the total or combined income last year (before taxes) of yourself and all other members of your family who live with you?		26
1. Less than $1,500	1. ____	(1)
2. 1,500 - 4,499	2. ____	(2)
3. 4,500 - 7,499	3. ____	(3)
4. 7,500 - 10,499	4. ____	(4)
5. 10,500 - 13,499	5. ____	(5)
6. 13,500 - 16,499	6. ____	(6)
7. 16,500 - 19,499	7. ____	(7)
8. 19,500 - 22,499	8. ____	(8)
9. More than $22,500	9. ____	(9)

	Answer Column	For Data Analysis Only
14. Would you describe your ethnic background or race as:		27
1. White American, Caucasian . . .	1. ____	(1)
2. Black American, Negro	2. ____	(2)
3. Native American, American Indian	3. ____	(3)
4. Spanish Surnames American, Chicano, Puerto Rican	4. ____	(4)
5. Oriental American	5. ____	(5)
6. Other, (Specify) _____	6. ____	(6)
15. What is your highest level of education?		28
1. 0 - 8 years	1. ____	(1)
2. 9 -12 years	2. ____	(2)
3. High school graduate or G.E.D.	3. ____	(3)
4. Vocational, technical, or certificate program (less than 2 years beyond high school) . .	4. ____	(4)
5. Some college work, but no degree	5. ____	(5)
6. Two year college degree (AA)	6. ____	(6)
7. Bachelor's degree or equivalent	7. ____	(7)
8. Master's degree or equivalent .	8. ____	(8)
9. Professional or terminal degree (Ph.D., M.D.)	9. ____	(9)
16. Your occupation. Please give a short description of the kind of work you usually do. (For example: housewife, stock clerk, electrical engineer). If retired, please describe your work at the time of your retirement.		
_____	1. ____	
_____	2. ____	
_____	3. ____	
If occupation above is "housewife," go on to Number 18.		
17. Check the item which best describes your employment.		29
1. Full-time (37.0 hours or more per week)	1. ____	(1)
2. Part-time	2. ____	(2)
3. Unemployed	3. ____	(3)
4. Retired	4. ____	(4)
5. Other, (Specify)	5. ____	(5)

	Answer Column	For Data Analysis Only
18. How many dependents, 17 years or younger do you have?		30
1. None	1. ____	(1)
2. One	2. ____	(2)
3. Two	3. ____	(3)
4. Three	4. ____	(4)
5. Four	5. ____	(5)
6. Five or more	6. ____	(6)
19. How many dependents, 18 years or older do you have?		31
1. None	1. ____	(1)
2. One	2. ____	(2)
3. Two	3. ____	(3)
4. Three	4. ____	(4)
5. Four	5. ____	(5)
6. Five or more	6. ____	(6)
20. If you were to continue your education what courses or areas of study would you be interested in? (Please list)		32
1. _____	1. ____	(1)
2. _____	2. ____	(2)
3. _____	3. ____	(3)

Appendix B

THE UNIVERSITY OF ALABAMA
BOX 6163
UNIVERSITY, ALABAMA 35486

OFFICE OF PERSONNEL SERVICES

January 12, 1976

MEMORANDUM

TO: Dr. Tom Diener

FROM: W. Douglas O'Rear, Manager
Staff Training and Development

The survey conducted by the Institute on Higher Education and Research relative to the training needs perceived by The University of Alabama staff members is an excellent report. It apparently reflects the training needs of a great segment of the University. The results, relative to the training needs, will be quite helpful to our program and curriculum development.

Several differences have occurred where an attempt was made in the responses to the instrument to provide demographic variables related to training needs. A few areas include the age, sex, race and occupation analysis. Unfortunately the exact data is not available from our personnel records to exactly substantiate this. The main reason is the terminology used to identify the population on the survey differs from the common personnel/payroll terminology.

The University of Alabama will file through its affirmative action office before March 31, 1976, a report to Health, Education and Welfare detailing the age, sex, race and occupational code. This report will not exactly show the information as your report reflects.

I feel this clarification is necessary to insure the survey is taken on the face value of being a report and not necessarily a reflection of the actual employment picture of the University.

W. Douglas O'Rear

WDO:jsm

The University of Alabama is an Equal Opportunity Employer

Appendix C

ABSTRACT

SUPPORT STAFF AT THE UNIVERSITY OF ALABAMA: A STUDY OF EMPLOYEE CHARACTERISTICS AND EDUCATIONAL NEEDS

Alice W. Jones and Thomas J. Diener

Institute of Higher Education Research and Services
The University of Alabama

This study is concerned with the current educational status and training or educational needs of the support staff of the University of Alabama. Commissioned by Dr. David Mathews, President of The University of Alabama, and implemented with the guidance of the University Committee on Adult and Part-time Students and the University Committee on the Status of Women, this Study was conducted by the Institute of Higher Education Research and Services. It was initiated in October, 1974 and completed in the Summer of 1975. Five hundred twenty-eight (528) respondents participated in the Study.

The majority of the respondents indicated training needs for typing, shorthand, bookkeeping, public speaking, business machine operation, and cleaning equipment (females) and for mechanics, electrical, electronics, cleaning equipment, public speaking, and driver's license (males). Most respondents want to continue their education in some way. The younger and middle-aged employees want to get into higher education; the older employees want an opportunity to finish high school. There are few Blacks in positions other than housekeeper. Some Blacks are in clerical and maintenance positions but none are in managerial positions. The major barrier to all age groups in attaining more education is time. Other barriers are costs, scheduling, travel, and child care.